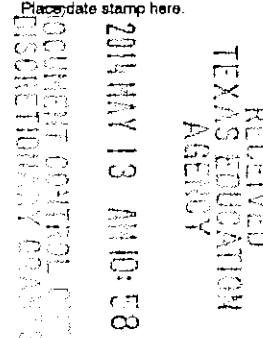


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Corsicana ISD	Navarro 175903	041, 042, 101, 102, 103, 105, 107	N/A
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
175903 (County #)	12	6	100074392
Mailing address		City	State ZIP Code
601 N. 13 th Street		Corsicana	TX 75110

Primary Contact

First name	M.I.	Last name	Title
Marti		Shaner	Asst. Superintendent Instruction
Telephone #	Email address		FAX #
(903) 602-8128	mshaner@clsd.org		(903) 872-2100

Secondary Contact

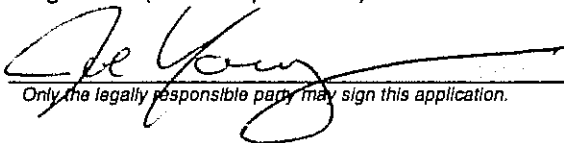
First name	M.I.	Last name	Title
Nancy		Walker	H.S. Library Media Specialist
Telephone #	Email address		FAX #
(903) 874-8211	nwalker@clsd.org		(903) 872-2100

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Joe		Young	Deputy Superintendent, CISD
Telephone #	Email address		FAX #
(903) 874-7441	jyoung@clsd.org		(903) 872-2100
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-14-107-151

Schedule #1—General Information (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
x <input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x <input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Reading practice and media literacy are foundations that allow a student to develop skills necessary to live and compete in an Information Society where inquiry, sharing, and collaboration, are key to everyday living. This is supported by the American Association of School Libraries (AASL) initiative, *School Libraries Build Strong Students*. As part of this initiative AASL believes "Information retrieval and evaluation is a lifelong skill that all workforce students need. School librarians provide that instruction." (AASL 2013) The school library media center is an essential component in preparing students for these challenges. According to the AASL, twenty-one state studies confirm school librarians support student achievement. (AASL 2013) Through scheduled library periods our district-wide elementary, intermediate, and middle school library media centers will support all students, grades three - eight, on the pathway to reading practice and information literacy, by providing resources and instruction that will allow students to practice these skills on and off campus. This in turn will prepare students with the research skills they are lacking for high school and dual credit/college research papers and assignments. It is also believed by the AASL that 37% of all Americans do not have access to high-speed broadband connectivity at home. (AASL 2013) When needed our students without home access to equipment or Internet, will have the ability to check out a tablet equipped with a hot spot, for home use in completing activities after an absence.

Grade three - It is important for the students to become familiar with the use of online devices. With the use of an interactive projector, already in place in the elementary schools, the library media specialist, (LMS), will train the students in the basic features and use of a tablet device w/keyboard. Using iColor Type, students will become familiar with online keyboard practice that will enable them to understand finger position and arrangement of keys. This will help students in the future research topics and type papers more easily. Assessment will be obtained through online drills at the end of each lesson. Free apps, such as *iStoryTime*, and *Reading Rainbow*, will assist students in the practice of reading and the introduction of eBooks on a mobile device. The LMS will present stories and discuss genres, themes, and award winning books. Through the use of reader's theatre students will act out stories helping them to develop understanding of plot, setting, and characters. Assessment will be obtained through online typing drills, the practice of accessing eBooks, and students' recap of a story from reader's theatre. Third grade students without home access to a computer or Internet may check out a tablet for in school use to complete activities and projects.

Grades four and five - In addition to working with eBooks, and reviewing keyboard and reading skills, research skills will be practiced using the topic wild animals. Students will access the database, *World Book Kids*, to practice the use of an online encyclopedia article and a simple citation of source. The students will then practice a Google search to examine website domain and the reliability of information. Using questions on a worksheet designed by the LMS, students will search each source to gather four facts about the topic. Information will be gathered from both sources to organize and type a brief written report, import a picture of the animal, and include a citation of sources used. Using their written report, each student will create a brief slide show to be presented using the interactive projector.

Some students who are absent, due to illness or school activities and field trips, may not have access to equipment or an Internet connection at home. These students will be allowed to check out a tablet and hot spot to complete activities at home. Assessment will be obtained from the LMS fact worksheet, written report, and slide show presentation.

Grade six - Using their practice of eBook circulation, keyboarding, and basic research skills, the LMS will guide students into the transition from *World Book Kids* database to the use of *World Book Students*, *Gale Kids Infobits*, and *Gale Student Resource Center Junior*. (These databases are provided through district funding.) Using a scavenger hunt worksheet, students will make use of resource tools to include magazine and newspaper articles, maps, charts, tables, and multimedia images, to locate information on the topic assigned. Using the interactive projector, (already in place), students will present and check their answers. With newly developed research skills in hand, and searching sites like Science Buddies.org, science classes will visit the library media center to practice the scientific method of asking a question, doing background research, constructing a hypothesis by doing an experiment, analyzing data and drawing conclusions, and communicating the results, to create projects for the school science fair. Students who are absent due to illness or school activities and field trips, may not have access to equipment or an Internet connection at home.

These students will be allowed to check out a tablet and hot spot to complete activities at home. Assessments will be obtained from completion of scavenger hunt worksheets and completion and presentation of science projects.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Grades seven and eight - As students continue to practice eBook circulation, research skills, and become Internet savvy, it will be necessary for these students to understand appropriate use of the Internet and social media. It is also important that these students understand how a mobile device may be used as an educational tool and not just for entertainment. Through the use of online lessons from Rosen Digital Literacy database, students will gain knowledge and skills needed to live and work in a technology driven society. These lessons not only include technology skills, but also teaches students how to be safe and smart cyber citizens, and not take security and privacy for granted. Topics include cyberbullying, avoiding predators, digital etiquette, career information and preparedness, and instructional text on how to use different platforms and websites. Using their research skills and information learned from digital literacy lessons, and the camera function on the iPad, students will then create a slide show or video public announcement promoting an area of digital literacy. Using the interactive projector already in place, students will present these public service announcements. Classes will vote on the top three announcements, convert these presentations into podcasts, and place on the school website. Some students who are absent, due to illness or school activities and field trips, may not have access to equipment or an internet connection at home. These students will be allowed to check out a tablet and hot spot to complete activities at home. Assessment will be obtained through completion of the online lessons and the completion and presentation of the public service announcement video.

In order for this district-wide program to be successful, it will be necessary to meet with parents to discuss the program, demonstrate the mobile devices, review an acceptable use policy, and present the parent permission form necessary for those students needing home access to complete projects. In the Fall, parents' meetings will be scheduled for this purpose. A Spring parents' night will also be scheduled to display completed student work and presentations.

It is also important for the library media specialists to receive adequate training of equipment and databases so that they may work with students, grades three through eight, in successfully completing the necessary skills and projects as laid out in this program. Professional development sessions and monthly progress meetings will be scheduled to train teachers in use of equipment and databases in an instructional setting.

A timeline has been laid out to assure distribution, management, and completion of the district-wide project:

Spring 2014 - All district elementary, intermediate, middle and high school librarians meet to collaborate and develop a comprehensive district-wide program of study to prepare students for high school and dual credit/college research papers and projects in an information society of web 2.0 and 3.0. (Already accomplished.)

Summer 2014 - The Assistant Superintendent in Support of Instruction, all district elementary, intermediate, middle and high school librarians, and school principals will meet to discuss the design of the project.

Summer 2014 - Making use of existing high school equipment, librarians will begin training in the use of online databases in an instructional setting. Also a librarians' training schedule and monthly meeting schedule will be established for the Fall.

Fall 2014 - Grant equipment will be purchased for the elementary, intermediate, and middle school library media centers. Once equipment is received, a wireless router will be connected in the library media center at the Intermediate school due to the lack of wireless connectivity in the building. All mobile tablets and hot spot devices will receive an asset tag from the IT department. Equipment will then be delivered to the schools for each librarian to enter asset tag barcode in the Follett Destiny system for check out and inventory of library and off campus use.

Fall 2014 - A parents' night meeting will be scheduled at each school to explain the purpose and layout of the program, the parent permission form, and the procedure of equipment check out to those students needing equipment to complete activities and projects at home.

Fall 2014 - Spring 2015 - Program of study will be implemented on each elementary, intermediate, and middle school campus. A Spring parents' night will be scheduled for students to demonstrate projects completed throughout the year.

Spring 2015 - Program evaluation and planning for year two of the grant.

April 15, 2015 - Submit 1st interim progress report.

October 15, 2015 - Submit 2nd interim progress report.

April 15, 2016 - Submit 3rd interim progress report.

September 30, 2016 Submit final report.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$0.00	\$0.00	\$0.00	
Schedule #9	Supplies and Materials (6300)	6300	\$44,224.00	\$0.00	\$44,224.00	
Schedule #10	Other Operating Costs (6400)	6400	\$0.00	\$0.00	\$0.00	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$55,776.00	\$0.00	\$55,776.00	
Total direct costs:			\$0.00	\$0.00	\$100000.00	
Percentage% indirect costs (see note):			N/A	\$0.00	\$0.00	
Grand total of budgeted costs (add all entries in each column):			\$100000.00	\$0.00	\$100000.00	

Administrative Cost Calculation

Enter the total grant amount requested:

\$0.00

Percentage limit on administrative costs established for the program (15%):

× .15

Multiply and round down to the nearest whole dollar. Enter the result.

This is the maximum amount allowable for administrative costs, including indirect costs:

\$0.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$	
	<input type="checkbox"/> Salaries/benefits		<input type="checkbox"/> Other:
	<input type="checkbox"/> Networking (LAN)		<input type="checkbox"/> Other:
	<input type="checkbox"/> Computer/office equipment lease		<input type="checkbox"/> Other:
	<input type="checkbox"/> Building use		<input type="checkbox"/> Other:
	<input type="checkbox"/> Copier/duplication services		<input type="checkbox"/> Other:
	<input type="checkbox"/> Telephone		<input type="checkbox"/> Other:
	<input type="checkbox"/> Administrative		<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
1	Contractor's Cost Breakdown of Service to Be Provided	
	Contractor's payroll costs	# of positions:
	Contractor's subgrants, subcontracts, subcontracted services	
	Contractor's supplies and materials	
	Contractor's other operating costs	
	Contractor's capital outlay (allowable for subgrants only)	
	Total budget:	
		Grant Amount Budgeted
		\$
		\$
		\$
		\$
		\$
		\$0.00

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 175903		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0.00	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 175903		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$0.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 175903				Amendment number (for amendments only):			
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input checked="" type="checkbox"/>	Other: Tech Tub Freight Charges			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
Technology Hardware—Not Capitalized							
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	Wireless N Router	In library for student iPads to connect to Internet.	1	\$182.00	\$43190.00	
	2	Keyboard Case	Student device to complete lessons	112	\$129.00		
	3	Tech Tub Premium	Cart to store, charge, and sync iPad	14	\$760.00		
	4	Tech Tub Sync Bar	Part of tub to sync iPad programs	28	\$105.00		
	5	Hot Spot/Plan	Home Internet/per 12 month plan	28	\$535.00		
6399	Technology software—Not capitalized / iColor Typing / Rosen Digital Literacy					\$834.00	
6399	Supplies and materials associated with advisory council or committee					\$0.00	
Subtotal supplies and materials requiring specific approval:						\$0.00	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0.00	
Grand total:						44224.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 175903		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$0.00

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 175903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0.00	
66XX/15XX—Technology hardware, capitalized					
2	Apple iPad mini/warranty /Student use for lessons.	112	\$498.00	\$55,776.00	
3			\$0.00	\$0.00	
4			\$0.00	\$0.00	
5			\$0.00	\$0.00	
6			\$0.00	\$0.00	
7			\$0.00	\$0.00	
8			\$0.00	\$0.00	
9			\$0.00	\$0.00	
10			\$0.00	\$0.00	
11			\$0.00	\$0.00	
66XX/15XX—Technology software, capitalized					
12			\$0.00	\$0.00	
13			\$0.00	\$0.00	
14			\$0.00	\$0.00	
15			\$0.00	\$0.00	
16			\$0.00	\$0.00	
17			\$0.00	\$0.00	
18			\$0.00	\$0.00	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$0.00	\$0.00	
20			\$0.00	\$0.00	
21			\$0.00	\$0.00	
22			\$0.00	\$0.00	
23			\$0.00	\$0.00	
24			\$0.00	\$0.00	
25			\$0.00	\$0.00	
26			\$0.00	\$0.00	
27			\$0.00	\$0.00	
28			\$0.00	\$0.00	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$0.00	
Grand total:				\$55,776.00	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 2716

Category	Number	Percentage	Category	Percentage
African American	474	N/A	Attendance rate	96%
Hispanic	1278	N/A	Annual dropout rate (Gr 9-12)	1%
White	818	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	16	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	2105	78%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	830	31%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	5	.2%	Average ACT score (number value, not a percentage)	N/A

Comments

Student population that is classified as "Other" = 130 students. This includes American Indian, Pacific Islander, and two or more races.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					472	466	460	436	415	467					2716
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					472	466	460	436	415	467					2716

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Schedule #13—Needs Assessment

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the *School Library Programs: Standards and Guidelines for Texas*, evidenced-based measures are designed to reveal the extent to which the library program supports student learning of the state mandated curriculum, (TEKS), and the extent of student success in meeting the passing standard on STAAR as a result of library instruction. Until recently, the library media centers in this district had fallen into a state of decline due to funding cuts and lack of staff. In 2011, the district administration dedicated its efforts to bring all of the library media centers to an acceptable rating, in turn offering students the best possible facility and staff to support student learning and achievement in the mastering of skills.

Though each media center now has a full time library staff, and all schools have automated circulation systems, the state of the collection in most of the facilities falls short of offering current information to support student learning of the TEKS expectations. Efforts have been made to provide access to eBooks, and the online databases of *World Book Web*, *Facts on File*, and *Gale*, however, the elementary, intermediate, and middle schools have lacked the electronic means to teach students the skills necessary to provide ongoing instruction in the integration of information technology and information literacy. Interactive projectors have been added to the elementary schools, the intermediate school, and the middle school, but access to computers or mobile devices is limited. Some students who are absent, due to illness or school activities and field trips, may not have access to equipment or an Internet connection at home. These students will need access to a device and Internet connection to complete activities after missing class time.

Student success is the priority. In order to support all students, grades three through eight, on the pathway to reading and information literacy required in TEKS expectations, the library media specialists have met and decided on the following initiatives:

- 1) Instruct students in the appropriate use of mobile devices as a tool for learning and instruction on and off campus.
- 2) Provide lessons in the appropriate use of websites, online databases, and social media, at age appropriate grade levels, for building research skills and digital citizenship.
- 3) Develop a collection of eBooks that will introduce students to a world of reading for the building of reading practice and the gathering of information for research.
- 4) In order to achieve success and support of initiatives 1 – 3, all K-8 library media specialists will participate in training and proper use of the equipment purchased for the grant.
- 5) In order to achieve success and support of initiatives 1 – 3, the library media specialists will provide training to students and parents in the policies and proper check out, use and care of the equipment purchased for this project.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Instruct students in the appropriate use of mobile devices as a tool for learning and instruction on and off campus.	Through student training in the mechanical use of the mobile device and the presentation and practice of lessons in typing, use of eBooks, use of resources from appropriate websites, and online databases, and the creation of reports and presentations, students will come to know the device as an educational tool that will assist in their learning.
2.	Provide lessons in the appropriate use of websites, online databases, and social media, at age appropriate grade levels, for building research skills and digital citizenship.	Access to mobile devices and connection to the Internet, on and off campus, will provide students with the ability to access eBooks, appropriate websites, and databases, necessary to complete activities and projects that will assist students in meeting <i>TEKS</i> expectations.
3.	Develop a collection of eBooks that will introduce students to a world of reading for the building of reading practice and the gathering of information for research.	A new collection of eBooks would offer students current information on mobile devices. This in turn would provide students the access, on and off campus, to practice reading for pleasure or research and strengthen reading skills.
4.	In order to achieve success and support of initiatives one – three, all K-8 library media specialists will participate in training and proper use of the equipment purchased for the grant.	Implementation of training will allow all library media specialists in the project, to become successful users and supporters of technology as an educational tool in an instructional setting. This in turn will help to ensure adequate use and proper care of the equipment.
5.	In order to achieve success and support of initiatives one – three, the library media specialists will provide training to students and parents in the policies, and proper check out, use and care of the equipment purchased for this project.	Implementation of training will allow all participants in the project to become successful users and supporters of technology as an educational tool. This in turn will help to ensure adequate use and proper care of the equipment.

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Schedule #14—Management Plan

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Tech Director	Certification – Ele 1 – 8 General, Principal, Technology Applications, Masters Degree, 34 yrs. experience.
2.	H.S. Library Media Spec.	Certification – Texas - School Library, Louisiana – Social St. Ed., Instructional Technology, School Library, 33 yrs. experience.
3.	Middle School LMS	Certification – English 6-12, Alt. Certification Region 12-School Library, Campus Technology, 11yrs. experience
4.	Elementary LMS	Certification – PK-6, ESL, Reading Recovery, School Library, Masters Degree, 17 yrs. experience.
5.	Elementary LMS	Certification – Ele 1-8, School Library, Masters Degree, 17yrs. Experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teach appropriate use of mobile devices as a tool for learning and instruction	1. Grant purchase of iPads and equipment.	10/1/2014	06/01/2016
		2. Interactive projectors are in place at libraries.	08/27/2013	06/01/2016
		3. WiFi has been upgraded in 6 of 7 locations.	08/27/2013	06/01/2016
		4. Wireless router will be added to intermediate library.	10/1/2014	06/01/2016
		5. Trained staff in use of devices for instruction.	08/01/2014	06/01/2016
2.	Teach appropriate use of websites, online databases, and social media.	1. <i>World Book</i> and <i>GALE</i> Databases are renewed.	09/01/2014	06/01/2016
		2. Grant purchase of iPads and equipment.	10/01/2014	06/01/2016
		3. Typing and digital literacy added to iPads.	10/01/2014	06/01/2016
		4. Wireless router will be added to intermediate library.	10/01/2014	06/01/2016
		5. Students trained in use of online devices.	12/01/2014	06/01/2016
3.	Develop collection of eBooks to strengthen reading and research	1. eBooks from iTunes, iBooks, and Brainhive.	12/01/2014	06/01/2016
		2. Grant purchase of iPads for students.	10/01/2014	06/01/2016
		3. Trained staff in use of devices for instruction.	10/01/2014	06/01/2016
		4. Students trained in use of online devices.	12/01/2014	06/01/2016
		5. District funding for library book/eBook order.	10/01/2014	06/01/2016
4.	Train librarians on mobile devices and programs in instructional setting.	1. Grant purchase of iPads and equipment.	08/01/2014	06/01/2016
		2. <i>World Book</i> and <i>GALE</i> Databases are renewed.	09/01/2014	06/01/2016
		3. eBooks from iTunes, iBooks, and Brainhive.	09/01/2014	06/01/2016
		4. Grant purchase of typing and digital literacy lessons.	10/01/2014	06/01/2016
		5. Use of high school equipment for training.	08/01/2014	06/01/2016
5.	Train students and parents in tech policies, check-out and care of devices.	1. Grant purchase of iPads and equipment.	10/01/2014	06/01/2016
		2. Planning of parent policy and permission forms.	08/01/2014	06/01/2016
		3. Scheduling of parent meetings and library periods.	08/01/2014	06/01/2016
		4. Trained staff in use of devices for instruction.	10/01/2014	06/01/2016
		5. Equipment processed and ready for use.	12/01/2014	06/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Department of Library Media Centers is supervised by the district Assistant Superintendent of Instructional Support. Each library media specialist is evaluated annually, under state library guidelines, by the school principal or campus designee who will conduct instructional observations and a yearly final evaluation.

All library media specialists meet with the district assistant superintendent on a monthly basis to discuss current activities and successes in each facility. Ideas are shared on any possible changes or improvements, and plans are discussed for future programs and activities.

As changes are necessary to the grant, school administrators will be kept informed of any changes through the district monthly principal meetings. Teachers and school staff will be informed through emails, and parents will be kept informed through scheduled meetings, emails, and each school website.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planned project is designed around existing activities that will be adapted to online use with access to grant equipment. The design of the grant proposal is a joint collaboration that includes all district library media specialists K-12, the Assistant Superintendent of Instructional Support, and the district Director of Campus Technology. Because of existing equipment, a school BYOD policy, and the existing databases of *World Book*, *Gale*, and *Facts on File* available in the high school, grant funding will be allocated to the lower level schools to maximize the amount of equipment available to students in those grades for use on and off campus. To ensure that all project participants remain committed to the program, monthly meetings with the district assistant superintendent will continue so that the progress of the program may be monitored and discussed. Successes and challenges will be examined for any needed revisions, and professional training of equipment and instruction will continue throughout the year.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Librarian's Commitment Evidence-based/Observation	1.	Written schedule and sign-in sheets from training sessions.
		2.	Lesson demonstration during yearly administrative evaluation.
		3.	Sign-in sheets from monthly meetings to discuss progress of grant.
2.	Completion of Projects Evidence-based Observation/Data Collection	1.	3 rd graders completion of online typing and readers theatre.
		2.	4 th -6 th graders complete fact lessons, writing, and final presentations.
		3.	7 th and 8 th graders complete Digital Lit. activities and final presentations.
3.	Parent Involvement Evidence-based/Data Collection	1.	# of parents informed of policies and procedures – sign-in sheets.
		2.	# of returned signed permission forms for home check-out.
		3.	# of parents who attend family night to observe student projects.
4.	Equipment Tracking Evidence-based/Data Collection	1.	# of eBook check-outs through Follett circulation system.
		2.	Records of iPads entered into Follett for check-out.
		3.	# of iPads checked-out to disadvantaged students through Follett.
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- 1) Librarian's commitment – Evidence-based and Observation
Attend professional development as evidenced by written training schedule and attendance sign-in sheets.
Design of activities as evidenced by written outline of activities submitted at evaluation, and lesson demonstration for yearly evaluation. Schedule of library classes as evidenced by written schedule.
Attendance at monthly meeting to discuss progress as evidenced by written schedule of meeting and attendance sign-in sheets.
- 2) Student completion of projects – Evidence-based, data collection, observation
At the end of the first year 75% of students will successfully complete the - following grant projects, as evidenced by library records of student work:
3rd – online collection results of typing lessons, demonstration of reader's theatre, and successful access of eBooks monitored through Follett system.
4th and 5th – Collection of fact sheets used to research information from *World Book Kids* and Google Search.
Collection of written reports using information from fact sheet. Observation of media presentations created from written projects.
6th – Collection of scavenger hunt activity sheet using *World Book and Gale*, and collection of scientific method activity, observation of science projects created using scientific method.
7th and 8th – online collection of completed Digital Literacy lessons and observation of created presentations.
- 3) Parent Involvement – Evidence-based, data collection
Written schedule of parent meetings, attendance sign-in sheets, demonstration of understanding of policies and procedures through signature on technology acceptable use policy and school student handbook.
- 4) Tracking of Equipment – Data collection
The number of students accessing and checking out eBooks through Follett circulation.
The iPad records that are entered into the Follett circulation system.
The number of disadvantaged students checking out equipment for home use.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds awarded through the technology lending grant will be used to purchase the following items for student instruction and completion of activities on and off campus. These items will be distributed among five elementary schools, grades K-5, one intermediate school, grade 6, and one middle school, grades 7 and 8. Each school will receive sixteen iPad mini devices, equipped with keyboard cases. This year the library media centers were equipped with an interactive projector so that the librarian may demonstrate the use of eBooks and online resources. Grant money will also purchase for each campus two Tech Tub charging carts with sync bar, (two tubs per cart), for the purpose of charging, syncing, and storing iPad devices. Four hot spot devices with pre-paid connection to the Internet, will be provided to each school. Students without a computer or internet connection may check out a mobile device with, hot spot connection box, to complete missed activities and projects.

The online databases of *World Book Kids*, *World Book Students*, *Gale Kids Info Bits*, and *Gale Student Resource Center Junior*, will be provided by the district. Grant funding will purchase eighty *iColor Type* apps for elementary campuses and one site license to *Rosen Digital Literacy* at the middle school campus. With the assistance of the district IT department, the typing app and shortcuts to the databases and online digital literacy lessons will be added to each iPad using the Tech Tub sync bars. Six of the seven campuses are wired for WiFi connectivity. Due to the age of the intermediate campus, grade 6, the building is without available WiFi. A wireless N Router will be purchased and connected to the school network to provide WiFi capability in the library for students to use iPads.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 175903

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are no plans to purchase student lending equipment through other funding sources for grades 3-8. The high school is part of the GEAR UP Grant program with an iPad lending project to follow the current 9th grade. These devices will follow this class through their graduation in 2017. Also, the high school library has available to students 39 research laptops and tablets for check-out during the school day. iPads from the Gear Up Grant and research laptops are all available in the library media center, and all are cataloged and checked out through the library's Follett Destiny check-out system. When the 39 research devices are not in use in the library, teachers are able to check-out these machines for classroom projects.

Providing mobile devices for student access in grades 3-8 will give our younger students an opportunity to become knowledgeable in the care and use of these devices as an educational tool. Six of the seven campuses have WiFi connectivity. A wireless N router will also be purchased for the intermediate school library so that students may receive access to online resources as laid out in the design of the grant. As with the high school library procedures, all tech lending devices will be cataloged and checked out through each library's Follett Destiny check-out system. When not being used for the tech lending project, teachers who have completed training and signed a tech lending compliance agreement, will be allowed access for classroom use.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 175903

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The design of this technology lending grant proposal aligns with the district's mission and core values. The mission of this district is to partner with the parents and community to offer a relevant curriculum that will prepare students to work in a diverse world and encourage them to become lifelong learners. With the help of parents and the community, this districts hopes to instill the following values:

- Provide an education for every child that maximizes his/her potential.
- Focus district decisions and actions in support of student achievement.
- Respond to the needs of a changing world.
- Provide opportunities for students to learn and utilize current technology.
- Strive to understand, appreciate, and address the unique circumstances of each child.

The design of this technology lending proposal provides opportunities for students to learn and utilize current technology through the use of mobile devices and online resources. The district strives to understand, appreciate, and address the unique circumstances of each child by providing those students, without home access to a computer or internet connectivity, the opportunity to borrow school equipment to complete missed activities and projects.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 175903

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The high school is part of the GEAR UP Grant program with an iPad lending project to follow the current 9th grade. These devices will follow this class through their graduation in 2017. Also, the high school library has available to students 39 research laptops and tablets for check-out during the school day. iPads from the Gear Up Grant and research laptops are all available in the library media center, and are all cataloged and checked out through the library's Follett Destiny check-out system. Because the high school library also offers extended hours to students, needing to complete assignments, and a school BYOD policy, it was decided to concentrate on providing devices to the lower grades.

In the first year of the project, four hot spot devices will be distributed to each of the campuses. Once all equipment is in place for grades 3-8, each school will schedule a parents' meeting to present a technology "Acceptable Use Agreement" and a policy for iPad use at school. Parents will also view a presentation on the design of the grant. All parents will be expected to sign an acceptable use policy. During the meeting a written survey will be conducted to determine which households have access to a computer and internet connection. From the results of this survey, a list of students without equipment and connection, will be compiled. Each name will be checked for eligibility of free and reduced lunch. Once a list of disadvantaged students without access is established, a district technology agreement and permission form will be sent home for parent signature. Only the students with a signed form on file will be eligible for the equipment lending program. Check-outs will be handled, on an overnight bases, using the Follett Destiny system through the school's library media center. Student check-out will be monitored closely and discussed at each monthly library meeting for possible re-evaluation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 175903	Amendment # (for amendments only):
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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lessons designed in this proposal, reading practice, appropriate use of websites, digital citizenship, and use of resource tools from online databases, align with the following TEKS ELA section on Technology:

TA126.12 (c) 3 Foundations. Students will learn about digital citizenship in the use of technology which includes, citing sources, proper etiquette, and the consequences of copyright violations.

TA126.12 (c) 1 Foundations. Students will learn appropriate use of hardware components, software programs, and their connections.13) Reading/Media Literacy

ELA110.25 (b) Reading/inquiry/research.

Students will learn how to research topics appropriately in-print and non-print form using technical resources, including databases.

Classroom Management Policies and Practices:

Once all grant equipment is processed through IT with an asset tag, the devices will be delivered to the schools and cataloged through the Follett system for check-out. During each library period, students will enter the media center and retrieve an iPad tablet from the tech tub cart. The tablet will be taken to a circulation computer for check-out. At the end of the activity, the tablet will be checked in and returned to the tech tub cart for storage and charging. At the beginning of each year, students will be trained in the care and use of the equipment. Neglect or damage to equipment will result in disciplinary measures according to the district Student Handbook that will be discussed at the initial parent meeting. Teachers wishing to make use of the devices in the classroom, must agree to attend training and sign a statement agreeing to stay in compliance with the tech lending program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The instructional materials, included in the project lessons, will be used through the elementary library periods, grades three through five, and the Sciences classes, grade six. Core subjects covered in the lessons, include Reading, English, and Science. Third grade students will use tablets to access reading apps and story websites for the introduction and practice of using eBooks. The interactive projector will be used by the library media specialists, and the students to present the reading of the stories. Fourth and fifth grade library students will practice reading practice, grammar, and research skills. These students will use the iPad tablets to access *Google Search* and *World Book Kids* to locate and organize facts for a written report. Using *Notepad* available on the tablet, students will write the report and print a copy to be submitted to the librarian. iPads will also be used to create a final presentation based on the written report. Students may use free apps such as *Animoto* to create slide, presentations. Students will present their slideshows using the interactive projector. Sixth grade students will also practice research skills by navigating *World Book Student*, *GALE Kids Infobits* and *GALE Student Resource Center Junior* using a scavenger hunt worksheet. Science students will use equipment to research and proceed through the scientific method and produce science fair projects. The seventh and eighth grade students will practice reading, research, and organizational skills to complete online digital literacy lessons and create the end product of an audio or video public service announcement from material learned in the online lessons. Videos may be created by using the camera on the iPad tablet and *Animoto* or a variety of free online apps.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 175903

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A meeting will be scheduled with library media specialists and school administrators within one month of receiving word of the grant. This session will review the outline, policies, and procedures as laid out in the design of the project. A timeline for professional training and a schedule for parents' meetings at each school will be established. Training sessions may begin quickly by using equipment in the high school library media center. The LMS may begin becoming familiar with the interactive projector and online resources in an instructional setting. A second session will be scheduled within two weeks of the schools receiving the iPad tablets to begin preparation of entering equipment barcodes into the Follett Destiny circulation system. A third session will be scheduled to review and practice the mechanics of the iPad. Ongoing sessions, to cover discussions on successes and challenges, the tracking of equipment, and the use of the hot spot device, will be scheduled monthly during regular district library meetings. Once the iPad program is in place and running in each designated school library media center, after school teacher training sessions will be scheduled for those classroom teachers wishing to make use of the equipment within compliance of the grant project.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As explained by our Director of Campus Technology and our Senior Network Administrator, the district has completed a comprehensive network infrastructure optimization moving from a local area network to a wireless area network. The addition of a new data center, (router), will support segmentation, which allows for a more manageable and secure network. Application servers are now virtual allowing the older 6th grade campus access to district educational applications and data through Ethernet connection. A wireless N router, placed in the intermediate school library media center, will allow that area to serve as a wireless area for use with mobile devices. Storage servers can now store, process, and support more students' and staff files. The addition of Microsoft Cloud 365 will enable students and staff access to a virtual office suite that will be accessible on and off campus. Bandwidth is now five times faster, allowing for more connectivity, and the web security system, iBoss, will provide student internet content monitoring. In short, the recent upgrades in our district network will provide more than adequate service for the operation of grant equipment.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After careful consideration of plans and internet connection devices, the equipment that is best used with an iPad device is a hot spot wireless connection box. The device can be supported on a month to month agreement. The grant coordinator will work with district IT to purchase these devices from the district provider of air cards. Each participating school will receive four hot spot devices to check-out with an iPad tablet when needed for home use to complete projects and activities. Parental controls, equipped in the iPad, will be set by IT so that students will be limited to only needed materials, when using the tablet at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district provides technical support of equipment through an IT online repair ticket request system available through the district website. Each library media specialist will be trained to access and submit a repair ticket request as needed to repair equipment malfunction or failure. Service will be provided by a district technology assistant assigned to the ticket. All equipment will be covered by the Apple Care two year plan and returned to Apple for repair or replacement if necessary. The assigned technology assistant will handle such procedures.

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Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will be administered through each school's library media center. Before reaching each campus, the equipment will receive an asset tag barcode assigned by the district IT department. Upon delivery to each campus the library media specialist, (LMS), will enter the asset tag number as the item barcode number in the Follett Destiny circulation system.

In grades 3-6 student identification numbers are kept on index cards in a file available to the LMS or clerk. During the check-out/check-in process the student number is scanned for check-out along with the asset tag barcode. For check-in, the asset tag barcode is scanned and equipment returned to the cart. In grades 7 and 8 students present ID numbers at the check-out desk. In the case of competing needs, the LMS will examine the circumstances and work with teachers involved to accommodate all parties. Teachers wishing to use the machines in the classroom must agree to attend a training session and sign an agreement to stay within compliance of the tech lending program.

At the end of each week, the library media specialist will prepare the equipment for weekend storage. Each tablet will be wiped for dust and fingerprints. The tablets will also be examined for cracks or malfunctioning operations. If necessary, the librarian will submit an online repair ticket at any time a problem is noticed.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equipment purchased by the lending program will be processed through the district IT department and then follow cataloging procedures established by the high school library in checking out devices for the Gear Up grant and day to day in-school use. A tech lending parent permission agreement will also follow suit to the existing form established by the GEAR UP program. As equipment is delivered, each iPad mini and hot spot, will receive a property asset tag by the district IT department. When each school receives its devices, the library media specialist will enter each asset tag/barcode number into the Follett Destiny circulation system for student check-out. Using an automated check-out system allows the library staff to track the names of the students using equipment as well as the number of times each device is used. During scheduled monthly library meetings and the scheduled grant evaluation period, circulation reports will indicate number of check-outs during a school day and devices checked out for home use. The reports will also track the names of students using devices. Apple Care on each computer will provide an extended warranty for repair or replacement under normal use. Damage caused by vandalism or neglect will be included under the parent permission agreement for home use. Teachers wishing to use the machines in the classroom must agree to attend a training session and sign an agreement to stay within compliance of the tech lending program.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2012 this district developed an agreement for participation in an electronic communication system, the GEAR UP Grant iPad lending program. This acceptable use policy requires students and parents to sign an agreement that covers use and care of equipment, responsible use of the Internet, parent request for a student not to participate, computer resources and policies, personal responsibility, acceptable use, privileges and consequences for inappropriate use or damages. The form also covers network etiquette and privacy, services, monitoring, security, vandalism, internet safety, internet filter, limited resources, and publishing student work online. This policy will be adapted to meet the needs of the tech lending program and will be presented at each parent meeting. All parents, including students eligible for assistance with home access, will be required to have a signed form on file. Permission forms must be renewed each year.

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